

# Visual Literacy

Lead with Culture

Ready to go to the beach for a day???

Laura Temil

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Create a global mindset.....

Rooms of the house

school

meals

family

Laura Temil, NNELL 2015

## Discovery/Challenges: The Monarchs

### What is a life cycle? Why does migration happen?

Students will begin by seeing a video that introduces them to the migration of butterflies. They will then begin to explore the lifecycle of the butterfly. They will be transformed into different types of butterflies and will be able to introduce and describe themselves saying where they are from. They will join the Monarch butterflies on their annual migration from Canada to Mexico and Spanish students will visit a Day of the Dead celebration where they will learn why butterflies are so important to this celebration. Finally, they will create a story that shares what they have learned about butterflies and their cycle of life.

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## The Monarchs

Do the tasks match the targeted performance level?  
Do they allow students to address the essential question in some way?

### Interpretive Mode

Students will circle the correct image as a butterfly is described. They will select by size, color and life cycle stage.

### Interpretive Mode

Students will read words or phrases about butterflies and connect to the appropriate image.

### Interpretive Mode

**Communication – Collaboration – Creativity – Critical Thinking**

### Presentational Mode

Students will work together to create a classroom or individual book that is brought home to be read to parents in the target language. Parents will sign that they have read the class book.

Teachers will use the time when students are working on book to do individual assessment of students on the unit goals.

### Interpersonal Mode

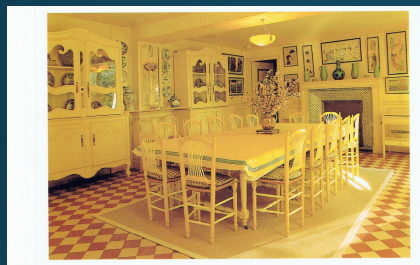
Each student will have a butterfly image – students will ask each other questions about their butterflies to see if they are similar or different. "Are you red?" So am I. Not me.....

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Discuss - Is it breakfast or lunch?



Your opinions of this house....



## Brainstorming words related to activities/making plans



### LA BESTIA

Esta excursión es diferente a todas las otras. En esta, ubican a la persona dentro de un arnés o coraza humana enorme, mientras uno se recuesta para que se conecten las cuerdas a la espalda. Así que vuelas por el aire como un pájaro. (Superman o Ironman). Me parece que éste es el único en su clase que se practica en Puerto Rico.

## Brainstorming

### Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.



## Maintain the Conversation

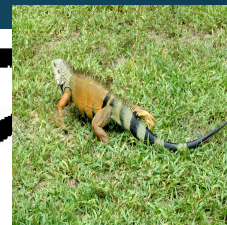
Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.

- What do you like to do?
- What do you usually do in summer, winter?
- What do you do when you have an evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?

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## Maintain the Conversation

Save time and use images from the unit.



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## Talking about realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.

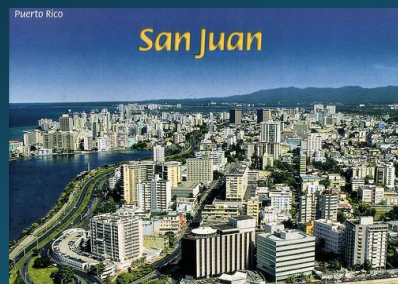


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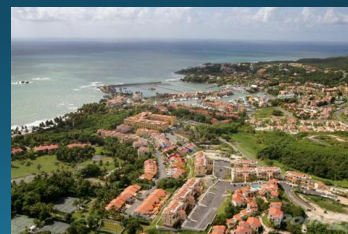
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## Structured Debate

Where would you rather live and why?  
What might cause you to change your mind and why?



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Humacao

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## 8. offer feedback to assist and improve students' ability to interact orally in the target language



<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>  
Markus Koljonen - website: <http://blackswan.carbonmade.com>

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What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

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## Standards-based Grading



Category	Percent	Description
Learning Checks	10	Achievement - homework, participation, in-class work, vocab and grammar quizzes
Interpretive	30	Performance - reading/listening based on authentic text that they are seeing or hearing for the first time
Interpersonal	30	Performance - unrehearsed communication with a partner, teacher is not a partner
Presentational	30	Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher

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